DOCUMENT RESUME

ED 053 851 RC 005 542

AUTHOR Ford, Mary Estelle
TITLE A Survey Concerning Library Services Accessible to Students in Selected Indian Schools in the United States in 1967.
PUB DATE Jan 68
NOTE 64p.; Master's thesis submitted to San Jose State College, San Jose, California

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS *American Indians, *Boarding Schools, *Day Schools, *Library Services, *Library Surveys, Questionnaires
IDENTIFIERS *Bureau of Indian Affairs

ABSTRACT

Of the 254 schools operated by the Bureau of Indian Affairs for American Indian students, 115 were surveyed in this master's thesis. Purposes of the study were (1) to describe the kinds and amounts of library services accessible to students in Indian schools; (2) to indicate any deficiencies by comparing these services with American Library Association standards; and (3) to present suggestions by Indian school superintendents, principals, teachers, or librarians for the improvement of Indian school library services. A 4-page questionnaire was sent to the principal or librarian at each of the 115 Indian day schools, boarding schools, hospital schools, or trailer schools. It was concluded that Indian schools generally did not meet the majority of the American Library Association's minimum standards. The best showings were in annual per-pupil library funding, seating, and professional periodicals subscribed to; the poorest showings were in numbers of librarians, clerical help, and book and magazine collections. No correlation was found between the size or grade level of the school and the kinds and amounts of library services provided. (JH)

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ED0 53851

A SURVEY CONCERNING LIBRARY SERVICES ACCESSIBLE TO STUDENTS IN SELECTED INDIAN SCHOOLS IN THE UNITED STATES IN 1967

A Thesis

Presented to

the Faculty of the Department of Librarianship

San Jose State College

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

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by

Mary Estelle Ford

January 1968

RC 005542

APPROVED FOR THE DEPARTMENT OF LIBRARIANSHIP

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APPROVED FOR THE COLLEGE GRADUATE COMMITTEE

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ACKNOWLEDGEMENT

To the busy superintendents, principals, librarians, and teachers of the Bureau of Indian Affairs schools, whose time and effort in completing the questionnaire made accessible the information crucial to the writing of this thesis--

To the personnel of the Bureau of Indian Affairs office in Washington, D. C., whose help and courtesy during the initial stages of the thesis preparation were invaluable--

To my thesis advisor, Mrs. Irene Norell, whose patience and understanding during the writing of the thesis have been constant--

To Dr. Carl Rich, whose insistence on standards in writing made vital the formulation of, and search for, new ideas--

To my family, whose encouragement and understanding gave the necessary impetus to the final completing of this work--

this thesis is joyously dedicated.

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Historically, the American Indian was handicapped economically, socially, and educationally in becoming an average citizen by his restrictive reservation life. Then, in 1924, Congress conferred citizenship upon all Indians born within the territorial limits of the United States.[1] Subsequent legislation attempted to provide opportunities for the Indian through education, both academic and vocational, which would prepare him for life outside the reservation. In the pursuit of this education, library services for Indian schools are essential.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to describe the kinds and amounts of library services accessible to students in Indian schools of selected educational levels and geographic locations; (2) to indicate any deficiencies therein by comparing these services with those recommended by the American Library Association for schools of comparable enrollment and grade level; and (3) to present the suggestions of the Indian school superintendents,

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[1] United States Department of the Interior, Bureau of Indian Affairs, Answers to Questions about the American Indian, (Washington: Government Printing Office, 1964), p. 17.

principals, teachers, or librarians for the improvement of Indian school library services.

Importance of the study. During fiscal year 1966, the latest year for which there are figures, 141,694 Indian students attended schools of some sort.[2] Of these, 86,827 students - 61.3% of the total - received their education from State schools.[3] Mission, private and other schools accounted for an additional 6.1%. The remaining 49,794 Indian students were enrolled in 254 schools maintained by the Bureau of Indian Affairs.[4]

The American Indian student is subject to difficulties unknown to the American population at large. Many of these students arrive at school speaking and understanding only their tribal language; others have limited knowledge of life beyond the reservation and thus have had little background experience on which to base non-Indian learning. Still others, in order to prepare themselves to earn and live in the white man's highly technological society, must defy the traditions of their parents, who see no value in the white man's education or his way of life, and who would keep their children tied to the old tribal customs and manners.

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2 United States Department of the Interior, Bureau of Indian Affairs, Fiscal Year 1966 Statistics Concerning Indian Education. (Lawrence, Kansas: Haskell Institute Publications Service, 1966), p. 1.

3 Ibid.

4 Ibid., pp. 14-15.

It is likely that schools with adequate learning and research materials, and the faculties to interpret those materials for Indian students, would help those students to fully realize their American citizenship. School library services are important in the gathering, storing, and disseminating of such materials.

Scope and limitations of the study. One hundred fifteen of the 254 schools operated by the Bureau of Indian Affairs for Indian students were selected for this survey. The schools studied encompassed all grade levels from Beginning or Kindergarten through Grade 14 and included some schools for students with special problems; e.g., entering school with no knowledge of English, or being hospitalized for long periods of time. Geographically, all of the States in which Bureau of Indian Affairs schools are maintained were included. In any State not included in the survey, all Indian students resident therein were enrolled in the public, private, parochial, or mission schools of those States. The distribution of Indian schools is extremely uneven geographically; this unevenness was taken into account in the selection of the schools to be surveyed. The survey covered boarding schools with enrollment totals of 65 to 1,240, and the day schools with enrollment totals of 16 to 990. Questionnaires were sent to all boarding schools with enrollments of over 469 and to day schools with enrollments of over 209, but not all schools responded.

II. DEFINITIONS OF TERMS USED

Indian school. Any school maintained and operated by the

Department of the Interior's Bureau of Indian Affairs for the purpose of giving academic, vocational, or special education to American Indian students of any age, and encompassing grades Beginning (or Kindergarten) through 14.

Day school. An Indian school operated for Indian students who live elsewhere than at school.

Boarding school. An Indian school in which the students have their educational facilities and in which all or most of the students also have their residence.

Special school. An Indian school in which students with special problems are given out-of-the-ordinary curricular or guidance instruction and help.

Bureau of Indian Affairs. A division of the United States Department of the Interior which maintains and has jurisdiction over Indian schools.

Standards. Minimum quantitative and qualitative goals set up by the American Association of School Librarians, a division of the American Library Association, to provide excellence in school library staffing, materials, and facilities.

Reference book. A book whose prime purpose and arrangement are for consultation for specific information rather than for consecutive reading.

CHAPTER II

RELATED LITERATURE

Although a fair amount has been written about the American Indian generally, very little has been written about his education and almost nothing about the place of school libraries in that education. Nonetheless it was of interest to investigate what information there was.

The Bureau of Indian Affairs, in giving statistics about Indian education, included a brief history of Indian education as well. It stated that the earliest efforts at educating Indian children were primarily the work of missionaries. The "first school attended by Indian children who lived within the United States" was one organized in Havana, Cuba in 1568 by Jesuit Fathers for Indian children from Florida.[1]

Schools were provided for in a number of the treaties made between Indian tribes and the United States government, and further provisions were made by Congress for Indian schools where there were no other educational facilities available. For example, Newsweek said that, in the Indian treaty of 1868, the Federal government agreed to "adequate schools" for Navajo children if the tribe would settle on a 5,460-square-mile desert reservation.[2] By 1842, 37 Indian schools were in operation; by

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[1] United States Department of the Interior, Bureau of Indian Affairs, Fiscal Year 1966 Statistics Concerning Indian Education, (Lawrence, Kansas: Haskell Institute Publications Service, 1966), p. 1.

[2] "For Navajo Knowledge," Newsweek, 34:77, September 19, 1949.

1881, there were 106.[3] Other publications of the Bureau of Indian Affairs relate that throughout the years, the number of Indian students attending public schools has increased from 246 in 1900[4] to 86,827 in fiscal 1966.[5] During this time the number of schools maintained by the Bureau of Indian Affairs rose to a high of 310 Federal schools in 1958,[6] then gradually declined to 283 in 1961[7] and to 254 in 1966[8] as more Indian children became sufficiently able to attend public schools.

The day schools for Indian children will be found on reservations where there are no public schools and "no local tax base to support

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[3] United States Department of the Interior, loc. cit.

[4] United States Department of the Interior, Bureau of Indian Affairs, Answers to Questions About the American Indian, (Washington: Government Printing Office, 1964), p. 11.

[5] United States Department of the Interior, Bureau of Indian Affairs, Fiscal Year 1966 Statistics Concerning Indian Education, op. cit., p. 10.

[6] United States Department of the Interior, Bureau of Indian Affairs, Answers to Your Questions on American Indians, (Washington: Government Printing Office, 1959), p. 19.

[7] United States Department of the Interior, Bureau of Indian Affairs, Answers to Questions About the American Indian, op. cit., p. 12.

[8] United States Department of the Interior, Bureau of Indian Affairs, Fiscal Year 1966 Statistics Concerning Indian Education, op. cit., p. 1.

public schools,"[9] while boarding schools accommodate those children who live too far from any other school to enable them to attend, and also those high school students who need vocational training not available in their local schools.[10]

Fiscal Year 1966 Statistics Concerning Indian Education told of one solution to the financial problem of some states which encompass both tax-exempt Indian land and large numbers of Indian students within a school district:

> As early as 1890, contracts providing for financial assistance to schools attended by Indian children were negotiated with individual districts. It was recognized then, as today, that Indian children become better adjusted to living with all people in a community when they associate with other children in public schools. The Johnson-O'Malley Act, which became law in 1934, authorized the Secretary of the Interior to enter into contracts with States for the education of Indians and to permit the use of Federal school buildings and equipment by local school authorities. Consequently, some States with large Indian populations now have no Federal schools within their boundaries.
>
> Under the terms of Public Law 874, 81st Cong. (64 Stat. 1100), as amended August 13, 1958, administered by the Department of Health, Education, and Welfare, a new Federal aid resource was made available to eligible school districts educating Indian children. This aid is available to meet partial costs of normal school operation.[11]

Roucek told of some of the problems faced by Indian students in

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[9] Shailer A. Peterson, How Well Are Indian Children Educated? (Washington: United States Indian Service, 1948), p. 106.

[10] United States Department of the Interior, Bureau of Indian Affairs, Answers to Questions About the American Indian, loc. cit.

[11] United States Department of the Interior, Bureau of Indian Affairs, Fiscal Year 1966 Statistics Concerning Indian Education, op. cit., pp. 2-3.

the period after 1873, and up until 1929, during which time the prevailing philosophy was to assimilate the Indian into the "American" way of life by weakening the tribal organization and destroying its culture. During this time many children were sent to boarding schools far removed from home and parents, "where the use of Indian languages and the practice of Indian folkways and mores, such as dress and hair styles, were prohibited,"....and where "force was often used to take them from their homes."[12]

Since then the government philosophy has softened. In addition, as both La Farge and Conklin stated, most Indians would like to be both American and Indian, retaining the best of both cultures and thereby enriching both cultures.[13]

Despite the advances in education for the Indian child, his still-limited cultural background and facility in the English language impose a learning handicap. This is indicated by the results of the 1960 United States Census. The Census Bureau's Education of the American Population showed graphically, through Figure 1 on page 9, that our Indian students between 10 and 17 years of age were the most scholastically retarded of any ethnic student group in the United States, with almost 30% of the 10- to 13-year-olds, 42% of the 14- and 15-year-olds, and

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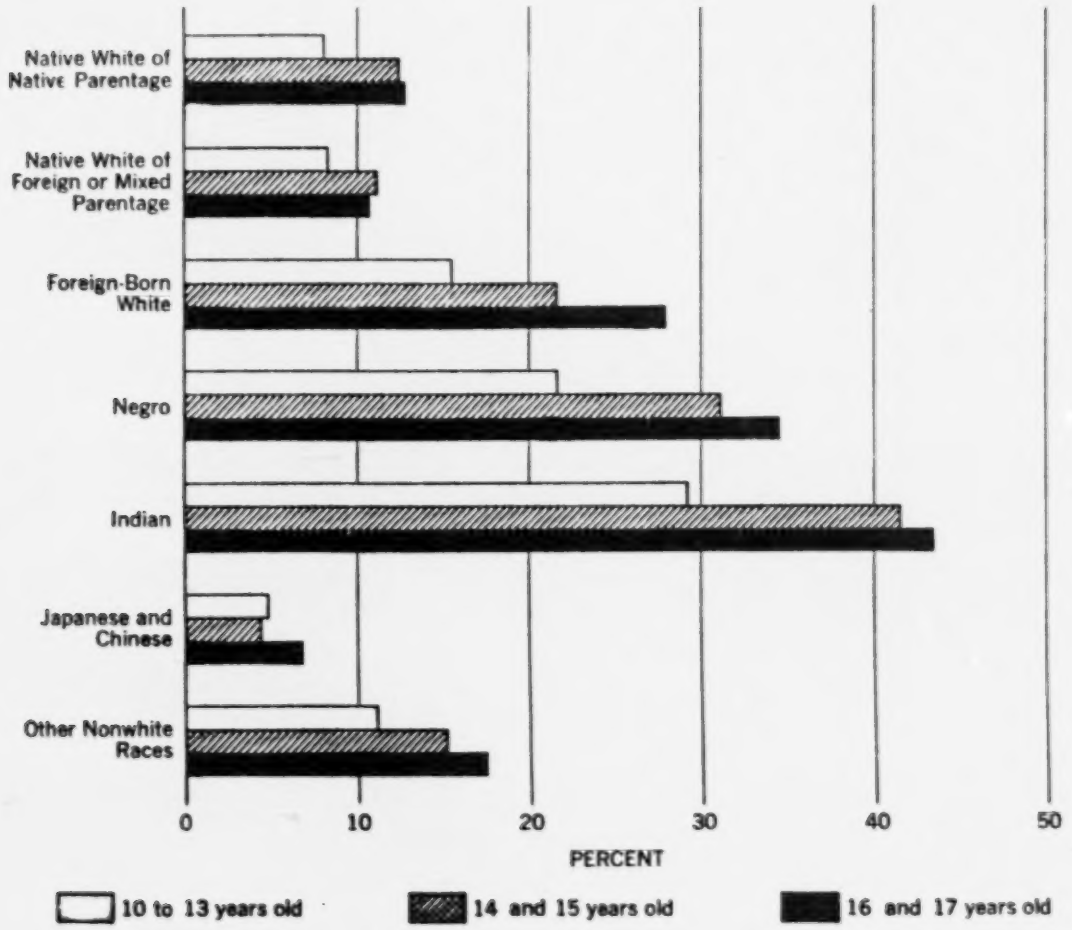
[12] Joseph S. Roucek, "The Oppressed American Indian," Educational Forum, 29:480, May, 1965.

[13] Oliver La Farge, Pictorial History of the American Indian (New York: Crown Publishers, 1956), p. 259; Paul Conklin, "Good Day at Rough Rock," American Education, 3:4-9, February, 1967.

slightly more than 42% of 16- and 17-year-old Indian children being scholastically retarded:[14]



Source: Table II-11.

FIGURE 1[15]

PERCENT SCHOLASTICALLY RETARDED AMONG PERSONS 10 TO 17 YEARS OLD ENROLLED IN SCHOOL, BY AGE AND ETHNIC GROUP: 1960.

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[14] United States Bureau of the Census, Education of the American Population (Washington: Government Printing Office, 1967), p. 53.

[15] Ibid.

The reason for this retardation is other than that of aptitude. Peterson cited a series of tests given to pairs of groups of children on a number of reservations between 1933 and 1946, in which one of each pair had had "considerable exposure to white culture patterns; the second (pair)... because it had managed to resist the assimilation."[16] With the exception of a group of unschooled Navajos, all groups from all tribes scored higher than the 100 mean score for white children.

The only places where mention of libraries or librarians in relation to Indian schools was found in the literature were (1) a listing of the staff of the school at Rough Rock, which included a library, plus "Rough Rock's school facilities - gym, kitchen, dormitories, shower rooms, library - are open to anybody who wants to use them";[17] and (2) the statements about Indian school materials centers in Thompson's excellent article that (a) "recognizing the import of visual and auditory reinforcement, the Bureau (of Indian Affairs) has designed materials centers to be included in all new schools, and during the past year has constructed several such centers. The materials center adjoins the library and the two function as a unit"; (b) "both teachers and students may check out visual materials in the same manner as library books"; and (c) "the library materials center is becoming the heart of the instructional program

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16 Peterson, op. cit., pp. 108-109.

17 Conklin, op. cit., p. 5 and p. 8.

in Bureau schools."[18] This is not a great deal, but the direction in which the ideas are pointing portend well for Indian schools.

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[18] Hildegard Thompson, "Indian Materials Centers," AudioVisual Instruction, 10:39, January, 1965.

CHAPTER III

PROCEDURES OF THE STUDY

A 4-page questionnaire with a 1-page optional opinionnaire attached (Appendix A) was compiled using the American Library Association standards for the basic criteria. The advice of the Assistant Commissioner for Education of the Bureau of Indian Affairs, Department of the Interior, Washington, D. C., and of the librarian of Haskell Institute, Lawrence, Kansas, was solicited. A copy of the final form was sent to the principal or librarian at each of 115 Indian schools selected from among the 254 Indian schools in the 50 states. Each questionnaire was accompanied by a cover letter (Appendix B) explaining the purpose of the questionnaire plus a self-addressed, stamped envelope for the return of the completed questionnaire. The envelopes for both sending and return were stamped with bright, interesting commemorative stamps to make them more noticeable and attractive to the receiver. The recipient schools were chosen to include as wide a variety of size and geographical locations as possible; they included day schools, boarding schools, boarding-and-day schools, the latter being considered boarding schools for the purpose of this study (see Definition of Terms, page 4), hospital schools, and trailer schools. Six weeks after the original sending, those schools which had not responded were sent a "reminder" postcard.

Of the 115 questionnaires sent, responses were received from 81 of the addressees (see Appendix C for list of responding schools), a

total of 70.44% of the schools solicited. However, all of the responses were not completed questionnaires. Two were notifications that the schools had been abolished or incorporated into a larger Bureau of Indian Affairs school through reorganization. One had had its students absorbed by a local public school; another was in the process of absorption by the local public school. One principal sent a postcard saying that his school was so small that the questionnaire was not applicable, and that he was sorry not to be of help in the study. Of 2 of the schools to which reminder cards were sent, one principal replied that the questionnaire had been completed and returned upon its receipt; the other principal had promised to have the librarian complete the form as soon as she returned from a training session, but no form ever arrived from that school; thus, 2 completed questionnaires must have been lost in the mail.

Each school to which a questionnaire was sent was assigned a number, from 1 through 115. Upon return of the responses, the quantitative information and any other information which could be stated succinctly was put onto 5-by-8-inch cards, with the information most necessary for different forms of tabulation being placed in the corner and edge positions. Figure 2 on page 14 shows the arrangement of one of these tabulation-aids. Thus, the cards could be arranged and rearranged easily in a number of different ways--in order of numbers of students, grade levels, total book collections, and others--without the necessity of searching through the multiple pages of the questionnaires themselves. From these cards, tables were drawn showing the comparison between materials and services of Indian school libraries of various sizes and grade

Number of students	Number of librarians	Separate library + or 0	Classroom libraries + or 0	Total book collection	Professional book collection	(Color code) Day schl. - white Bdg. schl. - blue Spec. schl. - red S
State	Weekly hrs. of clerical help		Permanent or circulating?	No. of mags subscribed to	No. professional mags. subscribed to	Pamphlet collection: None = 0 adequate = + inadequate = -
Kinds and numbers of audio-visual material and equipment						Where do other audio-visual materials and equipment come from?
Number of questionnaire	Active library club? + or 0	Library instruction given? + or 0				Grade level

FIGURE 2

EXAMPLE OF TABULATION-AID FOR
QUESTIONNAIRE INFORMATION

levels and those suggested by the standards. Grade levels "Beginning" or "Kindergarten" are indicated in all relevant tables by "B" or "K," whichever was used by the reporting school, and special schools by "S."

The opinionnaires, being subjective rather than objective, were studied and their ideas and suggestions presented in informal style in Chapter IV.

CHAPTER IV

THE QUESTIONNAIRE RESULTS

I. SCHOOLS WITH FEWER THAN TWO HUNDRED STUDENTS

The American Library Association standards state that "the smallest one-teacher school should have the services of a school librarian at least once a week..." and that "an enrollment of 75 will require the services of a librarian at least one day a week,...(with) 150, the services of at least a half-time librarian."[1] Of the 13 Bureau of Indian Affairs schools which have an enrollment of 75 or less, none has its own librarian, although 3 have separate libraries which are teacher operated; four are serviced by bookmobile (intervals were unspecified by 3, while 1 has bookmobile service twice a month). Ten have classroom library collections. Of these collections, 5 are permanent, 3 are circulating, and 2 are partially permanent and partially circulating. Of the 16 schools with enrollments between 76 and 199 inclusive, 3 have teacher-librarians, 1 of whom has 10 hours a week of student-aide help, while the others receive no clerical help whatsoever; 9 have separate libraries, 2 receive bookmobile service, 1 gets books from the State Library Service and the Bureau of Indian Affairs District Office. Fourteen of these schools have classroom libraries, 9 of which are permanent, 4 are circulating, 1 is

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[1] American Association of School Librarians, Standards for School Library Programs (American Library Association, 1960), p. 102.

partially permanent and partially circulating, and 2 sent no answer to the question. Thus, of the 29 schools with fewer than 200 students enrolled, only 3 meet the standard for librarians. It is not known whether the 5 which are serviced by bookmobile meet them, as the intervals of the bookmobile visits were not reported.

For schools in this enrollment range, the American Library Association suggests: (1) at least 6,000 books for 200 students, with collections of proportionate size (i.e., 30 books per student) for smaller schools when necessary; (2) at least 10 to 15 magazine titles; (3) an up-to-date reference collection including at the very least "a variety of dictionaries, one encyclopedia, a world atlas, and an almanac"; (4) pamphlets, pictures, and other vertical file materials, and (5) filmstrips and recordings which will be used several times during the year.[2]

The replies to the question on the total number of books in the library book collection were unexpected and highly varied, following no pattern of proportion between numbers of students and numbers of books. The pertinent figures are listed in Table I on pages 18 and 19, along with the numbers of magazines, numbers of daily and/or weekly newspapers, and numbers of sets of encyclopedias, as well as the numbers of books and periodicals in the professional collection and an indication (necessarily subjective) of whether or not the pamphlet collection (if any) is adequate for the school. (The American Library Association states that

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[2] Ibid., p. 103.

TABLE I

RELATION BETWEEN ENROLLMENT AND THE SIZE OF THE MATERIALS COLLECTION IN SMALL SCHOOLS

Number of students	Total book collection	Number of magazines subscribed to	Number of newspapers subscribed to	Number of sets of encyclo-pedias	Number of books in professional collection	Professional periodicals subscribed to	Pamphlet collection*
60	65	12		1	personal	6	0
165	100	6	2 daily 1 weekly	4	30	3	0
37	150		1 weekly	1	12		-
33	300	3	0	2			0
39	320	3	0	4	25	3	+
101	385	6	0	5	34	3	0
30	450	3	0	3			0
33	450	7		1	15	3	-
130	500	10	2 daily	3	?	5	0
91	800	2			50	0	
102	800	4	0	5	20	4	?

*For pamphlet collection, 0 = none; + = adequate collection; - = inadequate collection.

TABLE I (continued)

Number of students	Total book collection	Number of magazines subscribed to	Number of newspapers subscribed to	Number of sets of encyclo-pedias	Number of books in professional collection	Professional periodicals subscribed to	Pamphlet collection*
117	800	5	1 daily	3	25	4	+
131	c1,000	5	0	2	20	3	+
75	1,000	2	0	4	0	2	+
43	1,500	40	0	6	0	2	0
45	1,715	10	1 daily	3			0
100+	c2,000	6	0	5	few	3	+
179	c3,000	18	1 weekly	2	40	2	0
156	c3,000	21	2 daily	5	?	4	-
180	c4,000	10	0	8	30	personal	0

*For pamphlet collection, 0 = none; + = adequate collection; - = inadequate collection.

"quantitative standards for size of pamphlet collections cannot be formulated precisely," but it must be built systematically and carefully by the school librarian.[3]) The figures are listed in sequence by numbers of books in the total general collection in order that the great variation in ratio between numbers of students and numbers of books may be noted easily. Those schools which omitted the number of books in the total collection from their questionnaire are not listed because there was not sufficient additional information to merit their inclusion.

The table shows that 2 of the 20 reporting schools attain the standard for total general book collection; 7 of them have magazine collections which meet the standard; only 2 report no encyclopedias; 5 report a pamphlet collection adequate to the needs of their schools; 2 have professional periodical collections that meet the minimum standard of 5 or more.

Thirteen of these "under 200 enrollment" schools provide instruction in the use of the library; 3 have active library clubs.

No specific criteria are given by the American Library Association for the size of libraries in schools of this category, as the variances in enrollment and accommodations preclude such criteria. The standards for number of seats, however, ask 45 to 55, which none of them meets, except perhaps the dining-room library. Table II, which follows, demonstrates the difficulties in attempting to set up criteria for size in small school libraries.

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[3] Ibid., p. 79

All schools falling into the group of those with less than 200 students have grade levels up to grade 8 or lower, with the exceptions of the Public Health Service Indian Hospital School, which copes with pre-school students and adults in addition to students in grades 1-12, and of a demonstration school with ungraded classes in addition to its 7-11 grade range. These last 2 are considered special schools. The hospital school will be discussed further in Part III of this chapter. There is not sufficient information on the demonstration school to invite further discussion.

TABLE II

ENROLLMENT IN RELATION TO LIBRARY SIZE

Number of students enrolled	Square footage of library
37	120
75	800
91	(in dining room)
100+	132
115	400
165	150
179	600

II. SCHOOLS WITH TWO HUNDRED OR MORE STUDENTS

The standards state that the minimum enrollment for a full-time librarian plus a half-time clerk is 200 students. In addition, for the first 900 students or fraction thereof, there should be 1 librarian for each 300 students or major fraction thereof (id est, 3 librarians for 900 students) and 1 additional librarian for each further additional

400 students or major fraction thereof.[4] These figures apply only if the head librarian has no administrative responsibility for the audio-visual materials. With a partial responsibility for such materials, the number of librarians should be increased by 25%; with full responsibility, by 50%.[5] In like manner, while one clerk is suggested for each 600 students if the head librarian has no administrative responsibility for audiovisual materials, a 25% or 50% increase in clerks follows the increase in responsibility for the audiovisual materials by the head librarian.[6] The standards also say that "partial responsibility includes those cases where the school librarian is in charge of handling audio-visual materials...and is working closely with the school district co-ordinator of audio-visual materials, or a representative of his staff," while "full responsibility means the direction of a complete audio-visual program in the school...."[7]

Schools which teach all 12 grades need a larger number of librarians than differentiated schools (id est, elementary, junior high, or senior high schools), since the specialized knowledge of materials needed at all grade levels is too broad for a limited professional staff to

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4 Ibid., p. 54.

5 Ibid.

6 Ibid., p. 55.

7 Ibid., p. 54.

provide excellent library service.[8] Table III, which follows, gives the minimum staff standards, while Table IV, on pages 24 and 25, compares the staffs of schools of over 200 enrollment and which have separate libraries, the staff standards being given for each enrollment. In addition, Table IV includes the size of each school's book collection.

TABLE III

MINIMUM AMERICAN LIBRARY ASSOCIATION STANDARDS
FOR LIBRARIAN AND CLERICAL STAFF

No. of students	No. of librarians	No. of students	Weekly clerical hrs.
If head librarian has no admin. responsibility for audiovisual mat'ls:			
200-450	1	200-300	20
451-750	2	301-600	40
751-1,100	3	601-900	60
1,101-1,300	4	901-1,200	80
		1,201+	100
If head librarian has partial responsibility for audiovisual materials:			
200-450	1-1/4	200-300	25
451-750	2-1/2	301-600	50
751-1,100	3-3/4	601-900	75
1,101-1,300	5	901-1,200	100
		1,201+	125
If head librarian has full responsibility for audiovisual program:			
200-450	1-1/2	200-300	30
451-750	3	301-600	60
751-1,100	4-1/2	601-900	90
1,101-1,300	6	1,101-1,200	120
		1,200+	150

[8] Ibid.

TABLE IV

STAFF AND BOOK COLLECTION COMPARISONS WITH STANDARDS

Grade level	Enrollment	Number of librarians	Librarian standards	Weekly clerical paid hours	Weekly clerical aid hours	Clerical weekly hour standards	Total book collection	Book collect. stds.
Head librarian has no administrative responsibility for audiovisual materials								
1-8	210	1	1	40	15	20	c4,000)	
B-4	213	0	1	00	00	20	3-4,000)	
1-6	223	0	1	00	00	20	400+)	
1-8	223	0	1	12	occasional	20	3,800)	
1-5	241	0	1	00	00	20	3,000)	
1-12	347	1	1	40	00	40	6,126)	
B-5	350	next year	1	00	00	40	1,500)	
2-8	358	teacher	1	00	00	40	3,000)	
1-6	438	0	1	00	00	40	4,213)	6-10,000
1-8	447	1	1	10	00	40	3,500)	
B-9	560	tchr. helped by students	2	00	20	40	3,500))	
B-8	600	1	2	40	00	40	4,900)	
B-8	626	next year	2	00	00	60	ordered)	
B-8	672	1	2	00	2	60	6,000)	
9-12	950	1	3	40	4	80	9,000)	
Post h.s.	c1,000	1	3	40	12 students	80	c15,000	10,000
7-12	1,000	1	3	00	200	80	11,500	10,000
9-12	1,200	1	4	40	18+	80	7,000	12,000
K-12	1,214	1	4	40	120	100	8,000	12,140

TABLE IV (continued)

Grade level	Enrollment	Number of librarians	Librarian standards	Weekly clerical paid hours	Weekly clerical aid hours	Clerical weekly hour standards	Total book collection	Book collect. stds.
Head librarian has partial responsibility for audiovisual materials								
1-12	889	1	3-3/4	40	12	75	9,000	6-10,000
1-8	1,034	1	3-3/4	00	00	100	7-8,000	10,340
9-14	1,117	2	5	20	25	100	c7,000	11,170
Head librarian has full responsibility for audiovisual program								
B-8	245	1	1-1/2	00	10	30	7,000	
8-12	250	1	1-1/2	40	5	30	2,445	
1-12 & Headstart	300	1	1-1/2	12-14	10	30	6,000	
9-12	350	1	1-1/2	40	25	60	4,000	
9-12	360	1	1-1/2	40	5	60	6,256	6-10,000
2-8	471	1	3	00	00	60	3,736	
7-12	600	1	3	00	10	60	3,500	
9-12	615	1	3	40	60	90	8,600	
B-6	650	1	3	00	00	90	6,058	
5-8	675	1	3	40	15	90	14,000	
B-7-S	700	1	3	00	10	90	3,500	
7-12	850	1	4-1/2	10	20	90	7,400	
B-5-S	930	1	4-1/2	00	00	120	5,200	
1-12	967	1	4-1/2	20	10	120	9,000	
B-8	967	1	4-1/2	00	00	120	9,000	
1-12	990	1	4-1/2	00	25	120	11,000	
8-12	1,000	1	4-1/2	00	30	120	6,200	10,000
1-7	1,052	1	4-1/2	00	10	120	10,000+	10,520
K-8	1,240	1	6	00	00	150	18,000	12,400

The standards for the minimum size of the book collections are set at 6-10,000 for schools of 200-999 enrollment and at 10 books per student for schools with enrollments of 1,000 of more.[9]

A few of the schools surveyed had collections of books in Indian languages, but these schools were not of sufficient numbers to warrant the inclusion of Indian book collection data.

Table IV shows the following: (1) of the 19 schools whose librarians had no administrative responsibility for audiovisual materials, 3 met the librarian standards, 3 met the standards for clerical help if only paid help is regarded, although this number rises to 7 if student aid and volunteer clerical help is included; 7 met the book collection standards; (2) of those 3 schools whose librarians had partial responsibility for audiovisual materials, none met either the librarian standards or the clerical help standards, while 1 met the book collection standards; (3) of the 19 schools whose librarians had full responsibility for the audiovisual program, none met the librarian standards, 1 met the paid clerical standards, this number rising to 3 if student aid and volunteer clerical help is included, and 12 met the book collection standards.

Of the 45 reporting schools of 200 or more students, 36 give library instruction and 7 have active library clubs.

The standards for the size of the book collections in schools with 200 or more students have been shown above. Regarding periodicals, "the number of titles in the magazine collection is not affected by the

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[9] Ibid., p. 77.

number of students in the school."[10] The American Library Association recommends the following minimums in current magazine subscriptions:[11]

In elementary schools (Grades K-6)	25 titles
In elementary schools (Grades K-8)	50 titles
In junior high schools	70 titles
In senior high schools	120 titles
In all schools	at least 5 titles of professional periodicals.

Schools with special curricula need larger, more specialized periodicals collections.[12]

"A minimum newspaper collection consists of three to six titles, with coverage of the news on local, state, national and international levels."[13]

The decision of whether or not the pamphlet collection is adequate, as discussed on page 17, is the subjective opinion of the reporting librarian.

Table V shows these materials collection figures by grade level. Because some of the schools do not fall into any of the categories listed by the standards, it is not possible to evaluate their holdings. Where no information appeared on the questionnaire, a blank has been left.

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10 Ibid., p. 79

11 Ibid., p. 78

12 Ibid., p. 79

13 Ibid.

TABLE V

MATERIALS COLLECTIONS EXCLUDING THE BOOK COLLECTIONS

Grade level	No. of students	No. of magazines subscr. to	No. of newspapers subscr. to	Pamphlet collection*	Professional periodicals subscr. to
Pre-1-2	130	10	2 daily	0	5
B-2	90	10	daily (?)		
B-2	91	2			0
B-3	102	4	0	?	4
1-3	16		(1 daily (1 weekly	-	
B-4	33	7	0	-	3
B-4	37	0	1 weekly	-	0
B-4	213	c20	1 daily	0	c10
1-4	60	12		0	6
1-4	131	6	0	+	3
B-5	179	18	1 weekly	0	2
B-5	180	10	0	0	personal
B-5-S	350	5	2 weekly	0	3
B-5-S	930	2	(1 daily (1 weekly	+	0
1-5	241	12	1 weekly	0	7
B-6	115	9	1 daily	0	4
K-6	650	50	(1 daily (1 weekly	-	15
1-6	30	3	0	0	
1-6	45	10	1 daily		
1-6	75	2	0	+	2
1-6	223	12	1 daily	0	7
1-6	438	6	(3 daily (1 weekly	-	4
B-7-S	700	30	1 weekly	+	5
1-7	24	0	0	0	0
1-7	33	3	0	0	
1-7	1,052	40	3 daily	-	7
B-8	39(peak)	3	0	+	3
B-8	101	6	0	0	3
B-8	117	5	1 daily	+	4
B-8	245	45	(5 daily (4 weekly	-	12
B-8	600	19	(2 daily (1 weekly	+	8
B-8	626	20	(3 daily (1 weekly	0	6

*Pamphlet collection: 0 = none; + = adequate; - = inadequate

TABLE V (continued)

Grade level	No. of students	No. of magazines subscr. to	No. of newspapers subscr. to	Pamphlet collection*	Professional periodicals subscr. to
B-8	672	25	(2 daily (3 weekly	0	6
B-8	967	30	(1 weekly (2 daily	-	6
K-8	201	12	(1 daily (7 weekly	-	4
K-8	1,240	c60	1 daily	-	10
1-8	43	?	0	0	2
1-8	101	8	1 daily	+	
1-8	156	21	2 daily	-	4
1-8	165	6	(2 daily (1 weekly	0	3
1-8	200	24	1 daily	+	9
1-8	223	6-8	daily(?)	+	3
1-8	285	8		-	6
1-8	447	1	0	-	2
1-8	1,034	60	(2 daily (1 weekly	-	16
2-8	358	12	2 daily	?	5
2-8	471	24	(2 daily (1 weekly	0	2
B-9	560	3	(1 daily (2 weekly	-	2
5-8	675		2 weekly	+	10
7-12	850	60	(6 daily (4 weekly	+	15
7-12	600	30	0	+	10
7-12	1,000	57	(2 daily (3 weekly	+	5
8-12	250	30	(3 daily (1 weekly	-	personal
8-12	1,000	22	1 daily	+	6
9-12	350	54	(4 daily (2 weekly	+	14
9-12	360	80	(4 daily (4 weekly	+	7
9-12	615	52	3 daily	+	9+
9-12	950	80	(3 daily (3 weekly	-	10
9-12, + ungraded	1,200	60	(1 daily (4 weekly	+	20

*Pamphlet collection: 0 = none; + = adequate; - = inadequate

TABLE V (continued)

Grade level	No. of students	No. of magazines subscr. to	No. of newspapers subscr. to	Pamphlet collection*	Professional periodicals subscr. to
Pre-sch., 1-12 & adult	100+	6	0	+	3
1-12 & Head-start	300	80	(3 daily (2 weekly	-	c14
K-12	1,214	51	(4 daily (1 weekly	+	4
1-12	347	72	2 daily	+	14
1-12	889	36	(6 daily (2 weekly	-	8
1-12	967	83	(7 daily (2 weekly	0	18
1-12	990	"many"	(3 daily (1 weekly	-	c10
9-14	1,117	30	12 daily	-	"1%"
Post high schl.	c1,000	176	31 daily	+	

*Pamphlet collection: 0 = none; + = adequate; - = inadequate

Of those schools which fall directly into the standards categories, only 4 have magazine collections which meet the standards. Of all 68 schools reporting, 32 meet the standards for numbers of professional periodicals subscribed to. Twenty-three have adequate pamphlet collections.

Regarding audiovisual materials and equipment, the standards state that "quantitative standards cannot be formulated that cover every situation."[14] A number of the reporting schools have collections of

[14] Ibid., p. 80

audiovisual materials including films, filmstrips, recordings, tapes, art prints, maps, globes, transparencies, and others, as well as audiovisual equipment including movie projectors, filmstrip projectors, overhead projectors, opaque projectors, record players, and tape recorders. One school has its own closed circuit television. Four have their own audiovisual centers separate from the library. Many schools have their own equipment and get the materials from the service-wide film library operated by the Bureau of Indian Affairs in Brigham City, Utah. Others rent or borrow films from their state colleges or universities or from commercial film libraries. There is no pattern to the kinds and amounts of audiovisual materials and equipment in relation either to the size or the grade-level of the schools.

The standards for school library quarters state that "the space requirements...are determined by the program of the school, the size of the enrollment..., the numbers and types of materials to be housed, and the elements of functional arrangement that afford efficient and effective service," with seats for 10 percent of the enrollment in schools with more than 550 and seats for at least 45-55 students in schools of 200-550 enrollment. There should be enough separate reading rooms so that no more than 100 students should be seated in a single room.[15]

Table VI, which follows, shows the size of the libraries in square feet and the number of library seats available in schools of 200 or more enrollment which have separate libraries:

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[15] Ibid., pp. 92-93.

TABLE VI

SIZE OF LIBRARY AND NUMBER OF SEATS AVAILABLE IN SCHOOLS OF TWO HUNDRED OR MORE ENROLLMENT

Enrollment	Size of library in square feet	No. of tables	No. of seats	Standards for seating
210	125	8	32)	
213	2,106	10	60)	
223	1,290	8	48)	
223	480	4	28)	
241 (expanding)	2,500	10	50)	
245	1,107	10	45)	
250	1,000	9	40)	
300	1,375	11	60)	
347	1,768	14	62)	45-55
350	2,400	17	68)	
350	1,300	8	50)	
358	800	4	30)	
360	2,800	14	51)	
438	1,000	10	40)	
447	500	4	50)	
471	3,864	19	74)	
560	1,944	14	60	56
600	2,916	12	40	60
600	1,560	?	?	60
615	2,200	9	40	62
626	12,000 (mat'ls. ctr. just being completed)			63
650	800	7	40	65
672	1,329	15	60	67
700	"large"	24	122	70
850	2,178	27	108	85
889	2,250	0	98	90
930	3,750	20	120	93
950	8,448	50	200	95
967	1,607	13	62	97
967	3,200	20	80	97
990	2,400	12	44	99
c1,000	?	13	76	100
1,000	1,364	9	72	100
1,000	5,814	29	116	100
1,034	1,260	11	70	103
1,052	1,504	11	48	105
1,117	1,800	9	54	112
1,200	5,700	28	113	120
1,240	1,500	3	30	124

Of the 16 schools with enrollments under 550, 11 meet the seating standards; of the 23 with over 550 enrollment, 8 meet the standards and a ninth almost certainly will when its ordered stock has arrived, judging by the size of its library.

In considering expenditures for printed materials, the standards suggest an annual minimum of $1,000.00 to $1,500.00 for schools having 200-249 students, and of $4.00 to $6.00 per student for schools having 250 or more students, bearing in mind that "the figures cited apply to conditions existing in the year of 1960. Any changes beyond this date in the purchasing value of the dollar must be kept in mind and allowances made accordingly."[16] These figures do not include funds for encyclopedias, unabridged dictionaries, magazines, newspapers, pamphlets, or for supplies, faculty materials or supplemental materials. No library funding standards are given for schools with less than 200 students. Nevertheless, of schools under 200 enrollment, 3 had annual per-pupil library funding of $3.00, 1 of $3.66, 2 of $5.00, 1 of $10.00, and 1 of $20.00. Table VII on page 34, listing the funding for schools of 200 or more enrollment, shows that, of the 33 reporting schools, 18 meet or exceed the 1960 per-pupil library funding standards of 1960 dollars.

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16 Ibid., p. 82.

TABLE VII

ANNUAL PER-PUPIL LIBRARY FUNDING IN SCHOOLS
OF TWO HUNDRED OR MORE ENROLLMENT

Per-pupil annual funding	Number of schools
$ 1.50	1
2.00	2
3.00	1
3-6.00	1
4.00#	4*
4.50	1
5.00#	2
6.00	1
6-10.00	1
7.00	1**
8.00	2
10.00#	5
12.00	1
varies yearly#	3
no specific allotment#	7

*One also receives Title I and II funds, and one reports "extra funds when available."

**Most from local school board, some from Federal government.

#One of each of these is in the 200-249 group.

III. SCHOOLS WITH SPECIAL PROBLEMS

The Public Health Service Hospital at Rapid City, South Dakota has operating within it the Sioux San Day School. This school's entire student body either has or is suspected of having tuberculosis. The grade level ranges from pre-school to adult aducation; the ages of the students at the time the questionnaire was completed ranged up to 39. The principal of the school, Mrs. Gladys Hershey, wrote that in her years of work at the hospital she had encountered all kinds of exceptional students, including emotionally disturbed and mentally retarded. A school of this nature needs a tremendous range of textual and library materials. Unfortunately their library was burned out in May of 1963 and, although it is in the process of being rebuilt, its book collection consists of about 2,000 donated books, many of them paperbacks. However, they also have 5 sets of encyclopedias, a collection of 100 Indian books written in English, and a selection of audiovisual materials and equipment. The library is open all day every day, and there are circulating libraries in the classrooms. There is no librarian for these main and classroom libraries.

A school at the B-5 level has a special program for over-aged students. Although the school has a separate library, it has no librarian, but it anticipates one next year. At that time it will meet the librarian standards for its 350 students.

A second B-5 special school has special education classes for emotionally disturbed and mentally retarded students, and for slow starters and slow learners. There are 930 students in this school which

has a separate library and a credentialed librarian who is also a teacher in special education. She has no clerical help. She has charge of audio-visual materials and does her own classifying and cataloging of library materials. A school of this size, even without special problems and with the librarian having no audiovisual administrative responsibility, should have 3 librarians plus clerical help of 80 hours a week--2 full-time clerks--to meet the minimum American Library Association standards.

A 9-12 level school with some ungraded students whose reading levels start at grade 2 has 1,200 students, 1 librarian, a full-time clerk, student aide help of 18 hours a week and student trainees who help to process the books. The library is only 3 years old and has not yet built its materials collection to standards level, but it is on the way to doing so.

A special high school with 1,117 students has subject workshops, mainly in communications, for freshman students as well as vocational training in cosmetology, heavy equipment maintenance and operation, and in cleaning and pressing for a maximum of 60 students in grades 13 and 14. Two librarians are employed. They have a half-time clerk plus student aide help of 25 hours a week. The librarians have partial responsibility for the audiovisual materials and do most of their own cataloging of library materials. To meet minimum standards, the school should have 5 librarians plus 100 hours a week of paid clerical help.

The only wholly post-high school included in the survey has approximately 1,000 students, a head librarian, a full-time assistant

librarian, and 12 student assistants (number of work hours unspecified). The librarian has no audiovisual responsibility, but she does her own classifying and cataloging. To meet standards the school should have 3 librarians and 2 full-time clerks. However, its book collection exceeds the standards by over 50%, the magazine collection by almost 50%, and the professional periodicals by 50%. Of 7 different encyclopedias, only 1 is more than 5 years old (it is 6 years old).

IV. OPTIONAL OPINIONNAIRE RESULTS

Question 1 of the opinionnare asked what the respondent considered the greatest problem or problems in providing adequate library service to students at the school. The items most often listed were lack of funds and lack of sufficient floor space. Next came lack of time to perform all the duties necessary for an effective library service. In connection with lack of time was mentioned lack of sufficient staff. Lack of a trained, full-time librarian was often cited. A few comments appeared regarding children not being trained to care for library books at home as well as in returning them on time if at all. Three respondents said that there were no great problems regarding library service in their schools. One interesting comment said that the writer would like to <u>see</u> the books, checking format, vocabulary, and illustrations before the buying agency selected them. Another facet mentioned which should be investigated in all schools was the problem of communication between teaching staff and librarians. Several writers expressed a need

for more numerous interesting reading materials at the lower reading ability levels. All comments seemed concerned with helping and enriching the students rather than in improving the personal situation of the respondents. One poignant statement said simply, "Our needs are great." Only one mentioned salary.

The subject areas in which the book collections were weakest were extraordinarily varied, the most numerous citations being up-to-date science and social studies materials, fine arts, and language arts and literature, especially children's classics. A weakness in fairy tales, folklore, and mythology and religion was expressed on several forms. A lack of adequate reference materials, mentioned on 5 opinionnaires, prompted the remark that "we are in the dark without adequate reference materials."

The book collections' strongest areas cited were social studies and science (note that these topics are both the weakest and strongest, depending on the school involved); these were followed by fiction and books on the American Indian. Three schools listed reference materials as being among their strong areas.

The following pertinent statements were taken from the remarks section of the opinionnaire and were cited only from forms on which the answering person had given permission to use his name, and, thereby, his remarks. They show the generally positive attitude apparent throughout the questionnaire. The quotations speak for themselves:

"I feel any new school should have its library stocked when it is opened. In all schools where there is a library there should also be

a librarian on the staff when the school is opened. In our case there were reasons why the above was not true and the reasons are being corrected."

Regarding the evaluation of the respondent's school and its library: "Very fine considering school size."

"I feel if we had the space and the funds to hire a full-time librarian that a greater improvement could be seen in the learning process."

"Our students' reading levels range from 3rd grade level to college level. It is difficult to provide materials that will take in the entire student body....a remedial reading program...will help delete this problem."

"The faculty makes full use of the library as a materials center. Its filmstrips, records and books are enjoyed and used greatly by the faculty and students."

"We feel that an $8 per pupil expenditure would enable the librarian to maintain library service at an adequate level." (This school receives $5.00 per-pupil annually for its library funding.)

"We are making our school a 'library-centered' school. We feel that the library should be the heart of the school." (The principal, not the librarian, wrote that.)

"Books and services are well-used, attitude of students and staff excellent."

"The importance of libraries generally: a repository for human knowledge. A source of reading for pleasure or learning, in any area of

interest or level of ability." Regarding the library at this school: "With the funds available to us, we are doing what we can."

"Budget allocation provides books, but little can be done without a room. I would like to have a separate room for a library with provision for small independent student group study areas."

"The administration...is very much behind the program and services of the library and has helped greatly."

"The library should serve the community. Sure books will be lost or kept, but at least the entire community will be exposed to learning. For those who can't read, a picture tells a story."

"We are about 40 miles from the nearest paved road and about the same distance from a telephone. The doctor who flies in once a month sometimes brings us a newspaper."

CHAPTER V

SUMMARY AND CONCLUSIONS

I. SUMMARY

Indian schools generally do not meet the majority of the American Library Association's minimum standards for school libraries. The best showings were in annual per-pupil library funding, seating, and professional periodicals subscribed to, in that order, while the poorest showings were in numbers of librarians, clerical help, and book and magazine collections.

There seems to be no correlation between the size of the school or the grade level and the kinds and amounts of library services provided. The disparities between schools of similar enrollments are extraordinary in every aspect of school library services.

Indian students are scholastically the most retarded of <u>any</u> American ethnic group between 10 and 17 years of age.

II. CONCLUSIONS

A drastic increase in the number of full-time, professionally trained librarians and of paid library clerks is needed in the majority of Indian schools in order to provide even the minimum of excellence in library service. In addition, the book collections must be greatly expanded, both in quantity and in selectivity of reading materials for these students whose backgrounds do not provide them with the experience

or communication levels necessary to cope with the public school curriculum. More room must be provided for the libraries' physical plants. As one principal remarked in his questionnaire, "The library can never be good enough!"

Since all of these provisions take money allocations from the Federal budget, a carefully planned campaign publicizing the cultural, educational, and geographical handicaps of the average Indian student should be mounted, and the minimal necessities for combatting these handicaps made clear. If the average voter has no realization of the depth of the problems confronting the Indian child of today, he cannot be expected to underwrite or approve sufficient taxes to pay for these crucial educational expenditures. The waste of such a human resource as American Indian youth and its attendant cultural wealth in a country with the financial resources of the United States is unforgivable.

III SUGGESTIONS FOR FURTHER RESEARCH

A repetition of this kind of survey in 5 or 6 years would show what increase or decrease in library services have been made in whatever Indian schools are then extant. The results would prove both interesting and informative in evaluating the Federal government's concern for its Indian students.

A study of adaptation to the American world outside the reservation, and the part that education has played in the success or failure of that adaptation, would provide some guidelines for future Indian education.

A bibliography of all books written in any American Indian language,with their approximate reading levels, availability, and costs added to the usual bibliographic entries, would be a valuable tool for Indian school administrators, teachers, and librarians.

A study of the results of the adult Indian education program initiated by the Bureau of Indian Affairs in 1957 would provide guidelines for retention of, or changes to be made in, the present curricula.

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APPENDIX A

Questionnaire

In answering questions, please circle the numbers of those which do not apply.

I. General Information

1. Name of school _____

2. Address of school _____

_____

3. Principal _____

4. Librarian (if any) _____

5. Type of school: Day ___ Boarding* ___ Day & Boarding* ___

*How many, if any, of these students attend public, parochial, or mission schools?

6. Grade levels taught (e.g., 1-8) _____. If Special school classes taught, please describe._____

7. Number of students enrolled for 1966-67 school year _____

8. Number of teachers employed _____

9. Number of classrooms _____

10. Does the school have a separate library? Yes ___ No ___

11. If not, how do the students obtain library service? From a book-mobile service? ___ From a city public library? ___ From a county public library? ___ Through a county contractual arrangement? ___ Other? (Specify)_____

12. During what hours is the school library open? From _____ to _____ on (days)_____

13. Are there libraries in the individual classrooms? Yes ___ No ___ If yes, are they permanent ___ or circulating ___? If circulating, how and from where is the collection acquired?_____

14. Is a librarian employed? Yes ___ No ____

15. Is the librarian credentialed? Yes ___ No ____

a. If so, how much professional library science training has the librarian had? _____ semester hours; Master of Arts _____ or Master of Science _____ in Librarianship?

b. If not, what qualifications does the librarian have? Teacher? ____ Prior library experience? ___ Other? (Specify) _____

_____

16.a) How much paid clerical help does the librarian have? ____hours/week

b) How much student aide help does the librarian have? _____hours/week

c) How much volunteer help does the librarian have? _____hours/week

17. Is there and active student library club in this school? Yes ___ No ___

18. Does the librarian have charge of textbook distribution, recording, storage, etc.? Yes ___ No ___

19. Does the librarian have charge of audio-visual materials? Yes ___ No ___. If so, does she also have the care and servicing of audio-visual equipment? Yes ___ No ___

20. Does the librarian do her own classifying and cataloging? Yes ___ No ___, or are the library materials processed through a central processing department? Yes ___ No ___. If the latter, where is this centralized processing done?_____

_____

21. Library materials are classified by Dewey Decimal Classification ___, Library of Congress Classification ___, or by other _____

22. Are Wilson ___ or Library of Congress ___ or other (specify) _____

_____catalog cards used?

23. Remarks:

II. Library Materials

1. Number of volumes in the student book collection _____

2. Number of magazines subscribed to _____

3. Number of newspapers subscribed to: Daily _____ Weekly _____

4. Do you have a pamphlet collection? Yes ___ No ___. If so, its range of topics is wide ____, adequate ____, or inadequate ____

5. Number of sets of encyclopedias _____

Names of encyclopedias and the intervals at which sets are replaced:

_____

_____

_____

6. Approximate percentage of reference books in the total book collection _____%

7. Approximate percentage of fiction books in the total book collection _____%

8. Number of books in Indian languages _____. Which languages are included?_____

9. Number of books in the faculty/professional collection _____

10. Number of professional periodicals subscribed to _____

11. Number of audio-visual materials and equipment available through the library for student or classroom use: Films ____ Filmstrips ____Recordings ____ Tapes ____ Art Prints ____ Maps & Charts ____ Other _____ _____; Movie projectors ____ Filmstrip projectors ____ Overhead projectors ____ Opaque projectors ____ Record players ____ Tape recorders ___

12. If the school does not have its own audio-visual center, either in the library or its own quarters, from where are audio-visual materials secured? County Education Department? ____ City Education Department? ___ Federal Government? ____ Other? (Specify) _____

13. Is there an established yearly budget for library materials? Yes ___ No___. If yes, how much money per student? $_____

14. Who provides the budget allocation for the library materials of this school?_____

15. Who specifies the book selection policy for this school? _____

_____

(Please include a copy of your book selection policy with this questionnaire when you return it, if at all possible.)

16. Who selects the books and other instructional materials to be added to or deleted from the library's collection? Principal? ____ Librarian? ____ Other? (Specify)_____

17. Is any regular instruction in library skills provided? Yes ___ No ___

18. Remarks about the library collections:

III. Library Facilities

1. Approximate square footage (or dimensions) of library _____

2. The library contains _____ tables or carrels and _____ seats for students.

3. The library has shelf space for approximately _____ volumes

4. How close to the library is the library workroom in which materials may be processed or repaired?_____

5. Is there space for bulletin board displays within the library? Yes ___ No ___. What other means of publicity does the library use to attract the students and faculty?_____

_____

6. Remarks:

Optional Opinionnaire

Any information you put on this form will be treated in the strictest confidence unless you give permission to use your name. See below**.

1. What, in your opinion, is the greatest problem or problems in providing adequate library service to the students in your school?

2. In what subject areas is the book collection weakest?

3. In what subject areas is the book collection strongest?

4. What is your opinion of the importance of library service to the students and faculty in your school?

5. Other remarks you deem pertinent in the evaluation of your school library and its services:

**You may use my name in your thesis if you wish: Yes ___ No ___

(Signed) _____

(Position) _____
(Principal, Librarian, etc.)

APPENDIX B

980 Mills Court
San Jose, California 95125
April 25, 1967

In the hope of furthering good library service in our Indian schools, I am writing my Master's thesis on library services currently accessible to students in these schools. If you will be so kind as to fill in the enclosed questionnaire as completely as possible and return it to me in the enclosed self-addressed, stamped envelope, you will have had a share in whatever good may come of my thesis. The time and effort you expend in completing the questionnaire will be very much appreciated, not only by me, but also by the hundreds of Indian students who may be helped by improved library services in their schools.

Thank you very much for your cooperation in this matter.

Very truly yours,

(Mrs.) Mary E. Ford
Graduate Librarianship Student
San Jose State College

Encl: Questionnaire
Self-addressed, stamped envelope

APPENDIX C

RESPONDING SCHOOLS LISTED ALPHABETICALLY BY STATE

State	City of Address	School	Grade Level
Alaska	Barrow	Barrow Day School	B-9
	Buckland	Buckland Day School	B-8
	Emmonak	Emmonak Day School	B-8
	Mekoryuk	Mekoryuk Day School	B-8
	Mt. Edgecumbe	Mt. Edgecumbe School	9-12
	Unalakleet	Unalakleet Day School	1-10
	Wrangell	Wrangell Institute	B-8
Arizona	Bapchule	Casa Blanca Day School	1-4
	Chinle	Chinle Boarding School	1-7
	Chinle	Many Farms Boarding School	B-8
	Chinle	Rock Point Boarding School	B-4
	Hotevilla	Hotevilla Day School	B-6
	Indian Wells	White Cone Day School	B-2
	Kaibeto	Kaibeto Elem. Bdg. School	2-8
	Kayenta	Kayenta Boarding School	K-6
	Keams Canyon	Keams Canyon School	1-8
	Lukachukai	Lukachukai Boarding School	B-7
	Oraibi	Hopi Day School	1-8
	Phoenix	Phoenix Indian High School (Boarding)	7-12
	Sacaton	Pima Central School	2-8
	St. Michaels	Hunters Point Bdg. School	B-5
	San Carlos	San Carlos Day School	1-4
	Scottsdale	Salt River Day School	2-6

State	City of Address	School	Grade Level
Arizona (cont.)	Sells	Santa Rosa Ranch, Papago Indian Reservation	1-7
	Teec Nos Pos	Teec Nos Pos Bdg. School	B-5-S
	Tonalea	Red Lake Day School	B-5
	Tonalea	Shonto Boarding School	B-7-S
	Tuba City	Tuba City Bdg. School	K-8
	White River	John F. Kennedy Day School	1-4
	Winslow	Dilcon Boarding School	1-5
	Winslow	Leupp School	B-8
California	Riverside	Sherman Institute	8-12
Florida	Clewiston	Ahfachkee Day School, Big Cypress Indian Reservation	B-4
Kansas	Lawrence	Haskell Institute	Post high sch.
Louisiana	Jeanerette	Chitimacha Day School	1-7
Mississippi	Conehatta	Conehatta Bdg. School	K-8
Montana	Birney	Birney Day School	1-3
	Busby	Busby Bdg. & Day School	1-12 and Head Start
Nevada	Stewart	Stewart Indian School	7-12
New Mexico	Algodones	San Felipe Day School	B-2
	Crownpoint	Crownpoint Bdg. School	B-8
	Fort Wingate	Wingate Elem. Bdg. School	1-8
	Fort Wingate	Wingate High School	9-12
	Gallup	Bread Springs Day School	B-4
	Gallup	Mariano Lake Bdg. School	B-3

State	City of Address	School	Grade Level
New Mexico (cont.)	Isleta	Isleta Day School	1-6
	Laguna	Canoncito Bdg. School	B-2
	Nageezi	Kimbeto School	Trailer
	Shiprock	Red Rock Bdg. School	B-2
	Shiprock	Shiprock Bdg. School	5-8
	Taos	Taos Pueblo Day School	B-8
	Thoreau	Thoreau School	B-2
	Toadlena	Toadlena Bdg. School	1-6
	Tohatchi	Chuska Boarding School	B-8
North Carolina	Cherokee	Cherokee Indian School	1-2
North Dakota	Belcourt	Roussin Day School	1-6
	Belcourt	Turtle Mountain Community School	1-12
	Roseglen	White Shield School	1-12
	Fort Totten	Fort Totten Community Day School	1-8
	Fort Yates	Standing Rock Community Bdg. and Day School	8-12
Oklahoma	Anadarko	Riverside Indian School	9-12
	Chilocco	Chilocco Indian Bdg. Sch.	9-12-S + 13-14
	Concho	Cheyenne-Arapaho Bdg. Sch.	1-8
	Concho	Concho Demonstration Bdg. School	7-11 and ungraded
	Tahlequah	Sequoyah High School	9-12

State	City of Address	School	Grade Level
Oklahoma (cont.)	Wyandotte	Seneca Indian Bdg. Sch.	1-8
Oregon	Chemawa	Chemawa Indian Bdg. Sch.	7-12
South Dakota	Bullhead	Bullhead Day School	1-6
	Eagle Butte	Cheyenne-Eagle Butte Boarding School	K-12
	Kyle	Little Wound Day School	1-8
	Little Eagle	Little Eagle Day School	1-8
	Mission	Rosebud Boarding School	1-12
	Pine Ridge	Oglala Community High School (Bdg. and Day)	1-12
	Porcupine	Porcupine Day School	K-8
	Rapid City	Sioux San Day School, PHS Hopsital	Pre-school-adults; 1-12, special
	Red Elm	Iron Lightning School	1-5
	Sisseton	Old Agency Day School	1-6
	White Horse	White Horse Day School	1-8
Utah	Aneth	Aneth Boarding School	B-5-S
	Brigham City	Intermountain High School	9-12-S (ungraded)
	Ibapah	Goshute Day School	1-6